

I would like to first put the following testimony into perspective by saying, as a member of the community with two children attending public school, I do understand your responsibility to authorize high-quality public charter schools. I would want it no other way. But just as important and because I work within the public school system, I also know how important it is for you to not bypass opportunities to allow high-quality schools to be opened because of a designed weakness or practice in the application process. I believe we are all striving to bring the best educational experiences to our children and to restrict interaction and a collaborative communication process between the evaluators and an applicant has left you, the decision makers, blind from the real capabilities and capacity of your applicant groups. Therefore, I would like to suggest that a more interactive and collaborative application and start-up process will better support your mission.

I apologize for the length of this testimony, but hope you will be able to consider our past successes, passion, energy, vision, mission, action plans, and our ability to be innovative to support your evaluation and decision to approve The IMAG Academy's charter request that will serve 930 children and their families within the Waipahu community. I hope this testimony will be used to answer any doubts you may have on our founding member's capacity to open a school and provide an engaging, K-12 learning environment that is family driven, student focused, and community centered.

There are two parts to this testimony; Response to the Decision Making Statement and Response to the Current Application Process. The Testimony Attachments 1, 2 & 4 (pages 11-18 and 20-27) are included as evidence of information **present** in the application as some of the comments contained in the reports may be misleading and suggest a majority of our responses are made up of new information.

It seems as we go through this application process it is easy to forget why it is in place. It is not to determine the capacity of the applicant to write a written application or how it is written or if it says what the evaluator's want it to say to the level of detail they deem necessary. **The application process is to determine the capacity of the applicant to open up a high-quality public charter school according to a specific time line and to provide an engaging learning environment according to its vision and mission while providing a supportive teacher community and sustainable and consistent organizational infrastructure.**

I feel that if the application process had been focused on this goal, the resulting interactions and recommendation may have been an approval. I can only hope, along with my other founding members that you will see the evidence of our capacity to implement.

DECISION MAKING STATEMENT – RESPONSE

This part of the testimony will present a response to the decision making statement.

Decision statements: Curriculum plan is neither descriptive nor comprehensive and does not include a plan to align the curriculum to Common Core. None of the quotes provided within the table describes a plan for alignment.

Response: (ref Applicant Response - Curriculum Development Plan (p3-4) and Table of Quoted CCSS Statements (p4-5), and Testimony Attachment 1 – Academic Subjects & Applicable Standards & Exit Knowledge Tables)

We have again reviewed the curriculum development plan, CCSS quotes from our application, and the Application Attachments d and e (included as Testimony Attachment 1). We still contend that the implementation of the CCSS is noted in these documents and statements. The words below are words to do, implement and integrate. Please note that the CCSS is only for Language Arts and Mathematics, therefore the use of “all applicable standards” encompassed all content and knowledge standards which included CCSS, National Standards and HCPS III for other subject areas—see Testimony Attachment 1 (p11-13) for these references.

We have stated in many areas that the Common Core State Standards (CCSS) are part of the curricular aims and learning progressions, will inform, be overlaid, be a baseline to measure against, will identify content, knowledge and methods, and be applied and integrated across content area.

In the table below, we have bolded those “actions” that would “implement” the use, therefore align the CCSS within our curriculum.

Curriculum Development Plan	<p>“Overlay all applicable standards across all subjects/categorize by KSA”</p> <p>“Determine the exit knowledge and skill criteria per grade”</p>
CCSS quotes	<p>“Curricular aims and learning progressions will allow the CCSS to be a baseline to measure against as on-going formative assessments will allow not only the teacher, but the student to make learning adjustments to exceed these baselines. These progressions will help engage our students in their on-going acquisition of knowledge, mastery of skills, and resulting choices and decisions required of productive citizens of a community.”</p> <p>“Our task will be to ensure several conscious alignments of applicable standards are identified across all subjects, if possible. Upon identifying the appropriate standards for the specific grade, we will then have to apply it within each content area. For example, most if not all of the English Language Arts CCSS can also be integrated and observed in Social Studies, Math, and Science.”</p> <p>“The CCSS and the national level standards for the core subject areas taught in school will identify the academic knowledge and the methods and processes of each subject.</p> <p>The Academy’s assessment goals will employ the CCSS to guide English Language Arts and Mathematics and the appropriate National Standards for other content areas.</p>
Attachment d	<p>Subject: Language Arts will use CCSS ELA</p> <p>Subject: Mathematics will use CCSS Math & CC Math Practices</p>
Attachment e	<p>Language Arts – Source is the CCSS</p> <p>Ability to read basic material</p> <p>Identify textual evidence Use evidence in discussion</p>

	<p>Identify the theme or central idea</p> <p>Integrate evidence in writing Consistently uses proper language</p> <p>Mathematics – Source is the CCSS Basic understanding of ratio and rate Basic understanding of fractions The proper use of expressions and equations</p> <p>Awareness of uses of statistics</p> <p>Writing Interpreting</p>
--	---

Decision Statements: The academic plan, the organizational and financial plans are also underdeveloped. The applicant falls back on multiple task forces to develop the plans, effectively making this proposal a “plan for a plan,” rather than a plan to start a charter school. The application remains conceptual without an implementation plan.

Response: (ref Applicant Response - Curriculum Development Plan (p3-4) and Testimony Attachment 2 – Tasks Forces - Application Attachment ee – Start Up Plan)

We reviewed and re-analyzed the Request for Application, the Evaluation Criteria and our application, again from an application evaluator’s point of view and finally realized what your statements were referencing; the three sections of the application. We mistakenly understood the term “plan” to refer to the many decisions and activities that would be required of us to ready and open the doors of a school with the learning environment, teaching community and all of the necessary infrastructure and supporting school organization intact.

We apologize for our persistence to fall back to our curriculum development plan and tasks forces, but we truly believe they are not conceptual and do not make up a “plan for a plan”. They are documents with objectives or goals, dependencies, timelines and milestones, actionable activities, and the responsible members that will result in opening up a high quality public charter school. We believe they are even more detailed than what is asked for in the three application sections called the “plans”.

More importantly, **these tasks forces are identified to ensure the necessary processes, procedures, documents, and policies are implemented and in place and are consistent, repeatable, and sustainable across the school organization.** They were developed to ensure it resulted in a school-wide, comprehensive and integrated curriculum that includes knowledge, skills and action with assessment goals grounded in all applicable standards as outlined in the Testimony Attachment 1 (p11-13). The activities identified within these documents will ensure funds, facilities, personnel, and material resources will be acquired and readily available when needed during the startup period and prior to the first day of school. The financial worksheets represent the necessary funds required. Our supporting documents and spreadsheets are evidence of a deep understanding on how revenues and expenses are intertwined.

We are not naïve to think that we’ve covered everything, but we have proven successes that ensure we are reflective and astute to continue to make decisions in all areas as we are faced with the many obstacles of opening a school and providing an engaging educational environment and teaching

community. These documents help us to focus our expertise on tangible actions required to implement our academic and organizational goals, systems, and structures all supported by our financial estimates.

Decision Statements: It is difficult to consider the value of the application without a clear proposed location and target population. A challenge making a well-developed plan for locating a suitable facility all the more important prior to the approval of an application. A location impacts many aspects of a plan, such as enrollment, budget, and food service.

Response: Our target population has been identified and described within the application in a number of places and have been informed by looking at all of the public schools in the Waipahu complex area. It is inserted below from page 5 of the application.

*The geographic area we've chosen is in the Waipahu Complex which span across six square miles from Leeward Community College to the entrance to Ewa. **Our anticipated student population varies and will be dependent upon our final site location, but based on our review of each Waipahu school's reported figures we can expect approximately** 60% of our students will qualify for free and reduced, 8% requiring SPED services, and 30% of our students will consider English as their first language. In addition we believe the majority of the students will be Filipino (60+%) with a number of other ethnic groups being represented, such as Native Hawaiian, Micronesian, Samoan and Japanese. The percentage of students having attended preschool will be approximately 30-40%. Hawaii State Assessment (HSA) test school percentages of children meeting standards vary widely depending on the school a children is currently attending. In general, we can probably count on about 50% of the students to initially score below the state's established targets. As educators serving within this community, we have found our middle and high school students to be respectful, pleasant, and willing to go the extra mile when an engaging learning environment is created. Family and friends are central to these students' life and can play a critical role in their level of success.*

The high student enrollment figures at all of the Waipahu public schools support a need for another school, especially one that is tuition-free, small, project based and family driven, student focused, and community centered. As outlined in our description of our student population above and with our personal and professional involvement within the community, we expect a high percentage of immigrant families who are content with the privilege of attending a US educational institute. We believe it has made it difficult for people to get behind something that doesn't exist or may not be allowed to exist. Although we have found several landowners and facility managers that have helped us with our estimations and contract concerns, the lack of charter approval and knowing that we would need space in mid-2015 has left us lacking any type of ability to commit to these landlords.

Our academic research and professional experiences our vision, mission, academic and organizational decisions (academic philosophy, school and class schedule, IB, Conscious Discipline, mindful and purposeful V-BASE community projects, instructional strategies and structures, self and teacher formative assessments, school leader choice, etc) are found to academically engage all students, regardless of their ethnic and socio-economic backgrounds, but is especially beneficial for our target population. We have not and will never take the demand for this type of educational environment for granted. We understand the importance and need to market and have a multi-layer communication plan in the startup period as well as throughout our existence.

Regarding our space and growth requirements and as noted before, Attachment cc was not used, but our minimum first year and ideal space requirements at capacity and costs per square foot budget estimates were presented in the application on page 44 and in the application attachment ee (see page 9 – Example #4 in this response). Although the application has been described as underdeveloped, the supporting documentation and spreadsheets that informed the estimates are rather extensive. As suggested before, if this type of information was so critical to the application, then the use of the RFC process would have helped the evaluators to better analyze this area.

The decision to use a certified food service provider is an option many charter schools have chosen and yet another decision that can only be correctly determined once the needs of the students that are actually enrolled are assessed, of which our location is immaterial at this time. Food service decisions were presented in the application, RFC, and applicant response and are copied below.

Application (p 46): As we understand the importance of nutrition and food, we will not be able to provide food service at this time. A certified food service provider will be contracted to provide this service.

RFC: At this time, we do not plan on having food preparation on site. We will have a lunch service available for students/families to purchase food from a certified school lunch provider (ie Lunch Bunch) or bring their own lunch/food.

Recommendation report response (p 8): Our choice to find a certified food service provider that would allow us to still offer FRL to our students was our first option. In addition, a common practice amongst DOE public schools is to partner with another school in the same complex to act as a certified food service provider allowing the FRL concern to be resolved.

Decision statements: Even acknowledging time constraints for volunteers, the fact that two of the scheduled applicant group members did not attend the capacity interview calls into question the level of commitment to something that should be taken seriously.

Response: I must remind the commission, that according to the Evaluation Criteria (inserted below), capacity should be demonstrated as documented by resumes, bios, and Board Member Information Sheets not necessarily if two of our colleagues were not able to make the interview due to employer requirements.

Proposed board members who demonstrate (as documented by resumes, bios, and Board Member Information Sheets) the will, capacity, and commitment to govern the proposed school effectively; and a shared vision, purpose, and expectations for the proposed school or evidence of a plan for identifying and recruiting governing board members with the necessary skills.

As important, we were instructed not to provide a show in force and to have attendees that could answer questions regarding all aspects of the application. As shared in previous responses, the two that were not able to attend the interview, would have only been a show in force. As important, if we had known that listing the two members to appear would have caused this much doubt to our capacity, we would have called Mr. Tam and requested their removal because as we reviewed the possible questions that could be posed, the three members that did appear, was the most appropriate

to answer all of the questions that we thought would be asked. See pages 9-10 in this response for four examples of the level of questions we had expected, if the interview had been used to seek applicant capacity.

In addition, we would like to point out, the three members that did show were those with documented evidence in grant writing and funding awards, turning concepts into sustainable services and educational environments and were CEOs of their own businesses and non-profits.

Decision statements: The overall inadequacies of the application speak to the lack of capacity of the applicant. Further, the applicant appears to misunderstand the purpose of the application process. The applicant should have included all the information in the application, as instructed, rather than relying on questions from the Evaluation Team, which are only intended to clarify information already contained in the application.

Response: We must admit here and as we did in the Applicant Response there are undeveloped areas within the application, but we must politely say we do understand the purpose of the application process. We believe it is not to rate a written document on how it is written or if it says what the evaluator's want it to say to the level of detail they deem necessary.

We believe the application process is to determine if the applicant has the capacity to open up a school according to a specific time line and to provide an engaging learning environment according to its vision while providing a supportive teacher community and sustainable and consistent organizational infrastructure.

We believe the evaluators charged with capacity determination must review all written information without erroneously concluding our capacity as outlined with our 15 page Applicant Response to point out the blatant misinterpretations and forgotten information that **was** contained in the application.

We also believe that the use of the Request for Clarification and the Capacity Interview to interact with the applicant on significant areas of concern could have clarified information that **was** contained in the application. For example, if a budget estimate or a minimum and ideal square footage was not clear, then these built in interactions within the application process should have been used more diligently.

CURRENT APPLICATION PROCESS – RESPONSE & RECOMMENDATION

The current approval process which is limited to a written and static application document with minimal interaction creates a false sense of informed knowledge, but more importantly keeps applicant groups working on perfecting a written plan full of details that may not even answer an evaluation team's questions or concerns, case in point is the North Shore Middle School. In addition, as the lead person for The IMAG Academy, in the last couple of months I have spent at least 100 hours preparing responses to the seemingly unimportant questions of the Request for Clarification and blatant errors, unsubstantiated and subjective conclusions, and misinformed responses of the Recommendation Report instead of collaborating on tasks more relevant to making this school a reality.

The recommendation report opened our eyes not only to our written application inadequacies, but the many misinterpretations, forgotten, or misread pieces of critical information made by the evaluation team. It also opened our mind to what the application process should be if it is to better support the Commission's mission of authorizing high-quality public charter schools.

The rest of this testimony is to illustrate how a more interactive and collaborative process could have possibly changed the view of the evaluation team and expose the past experiences and true strengths and capacity of our founding member's ability to turn an idea into a thriving and high-quality school. I will use some of the incidences we have experienced to illustrate how it may have improved the evaluator's knowledge, therefore helping you to make a more confident decision to approve The IMAG Academy's charter request to provide an engaging, project based K-12 educational environment in a complex plagued with high student enrollment at all of its public schools in the much needed community of Waipahu.

Why is it so important for interaction and collaborative communication to be a part of the approval process? As some of our great educational thinkers have recommended, social interaction is how knowledge and skills are acquired. I would propose it is the only way to truly learn and know of the strength and capacity of any applicant group. In addition, there are so many opportunities to misinterpret a person's written words, therefore our deficits and strengths should not only be judged by a static, written application document. This type of process limits information flow and well-informed decision making. As explained in our Evaluation Team Rebuttal (page 2) this type of interaction is not designed into the process.

"The applicant makes a point to ask why the Request for Clarification questions and the capacity interview did not offer an indication of the major concerns of the evaluators. The application process is not designed to offer hints to the applicant about concerns with the application. To offer an applicant an idea of "what we were thinking" or listed our major concerns would undermine the application process as a whole."

The next logical question would be, why not?

So let me offer a number of simple analogies. If reading someone's written word or application was sufficient in providing decision makers with the necessary information to make important decisions, there would be no need for people to interact in schools to learn, governments to change laws, meetings to decide on solutions, or conferences to exchange knowledge. There would be no need for job interviews. More importantly, there would be no need for all the Commissioners to gather as a decision making group to discuss face-to-face about the important decisions you soon will have to make. As you know, social interaction and collaboration are essential to learning and making informed, intelligent and sustainable decisions!

I would like to offer examples of how an interactive and collaborative process would have helped the evaluators in their review of our written and static application. As most of the information presented in our recommendation response can be found in the application in one form or another

and in some cases as direct quotes, an interactive process would have allowed us to redirect the evaluators back to the application when we found out that the evaluation team ...

1. Did not thoroughly read Ms Momi Akana's biography and resume.
2. Did not thoroughly read Ms Sheila Buyukacar's biography, resume, School Director's Statement of Qualification and her educational philosophy.
3. Did not understand that our board members and volunteers were only assigned to 2 or 3 task forces.
4. Did not understand how important the Common Core State Standards was to our curriculum development.
5. Did not consider our curriculum development plan, task forces and financial worksheets adequate planning and implementation documents.
6. Did not consider our interview questions adequate.

In addition, although we would have expected the evaluators to already have the following knowledge, again an interactive and collaborative process would have identified the following misinformed areas before it became a deficit or weakness on our part as described in the Recommendation Report.

1. A facility in Waikele would be considered a part of the Waipahu/Pearl City DOE Complex.
2. Our comment about a facility at the entrance of Ewa, near the Queens Medical Center, appropriate because as described in many of the documents (to include the recommendation report authored by the evaluators) the geographical area of Waipahu spans six square miles from Leeward Community College to the entrance of Ewa.
3. That an established non-profit for The IMAG Academy is not required (although highly recommended) and that a "pass-through agency" is the same as a fiscal agent and is a common and acceptable status as a future non-profit awaits its approval. In addition, the only way Keiki O'Ka Aina would be able to act as a fiscal agent would be through their board approving this type of "legal" partnership and would have been only dependent upon an approved charter for The IMAG Academy.

At this time, I would also address the possibility that you've concluded that the application process **does** include interaction between the evaluation team and the applicants due to the explanation given below as written in the Evaluation Team Rebuttal (page 2).

"The Request for Clarification ("RFC") process is for the Evaluation Team to seek clarifying information in the application. Typical questions in the RFC seek to clarify terms or gain greater specificity on certain elements within the application. The process is not meant to be an early indication of approval or denial. When Requests for Clarification goes out, the evaluators have not yet made a summary evaluation."

Based on the types of questions asked during these interactions, I would beg to differ. I think we all agree opening up a school and providing an engaging educational environment is hard work and the details can be constantly changing. So I would suggest, why should the application process be any different?

In fact, as described above, the RFC was to seek clarifying information in the application. If that is so, then why didn't the evaluation team focus on the areas that would have allowed them to clarify their concerns? I've attached the Request for Clarification (RFC) and our 500 word limited responses per question as a part of this testimony to illustrate the depth of the interaction. Your review of the attached RFC on pages 20-27 in this response (Testimony Attachment #4) need only be brief to understand the mismatch of the questions within the RFC to the major concerns outlined within the recommendation report.

To illustrate what we may have expected within the RFC and/or Capacity Interview based on the seriousness of the recommendation report statements, I've included a number of examples that the evaluators could have used. As importantly, the supporting information could have been shared rather quickly and easily—it was part of our supporting documents we had brought to the interview. In fact, a couple of the pages shared with you during my previous testimony in March would have been part of the response for Question Example 4 and was also part of the 16 page package we attempted to give to the evaluators during our interview. It is located in Testimony Attachment 3 – Framework Connections on page 19.

Examples of Possible Questions
<p>Example #1: RFC Section IV-A Financial Plan A possible written request in the RFC: In your budget submission in the Financial Worksheet and in Attachment gg – Budget Narrative you have listed the following assumptions and facts (p 143).</p> <p>Assumptions: Enrollment would be as expected (See below for enrollment numbers) Facility rental would be \$3.5 sq ft including CAM Our minimum square feet we would need during our 1st year is 6000 sq ft and with a growth rate of 3000 sq ft per year until we reached 21,500 sq ft in 2023.</p> <p>Facts: Enrollment: As we plan on opening up 3 classes in 2 grades each year until 2019. First year grades: K, 4, 5, and 6 Revenue based on \$6K per pupil</p> <p>In addition, on page 44 you identify your ideal K-12 campus would require approximately 40,000 square feet with the minimum square footage needed the first year at about 6,000. You wrote that you hoped to “be able to partner with a number of Waipahu businesses or non-profits in the area to realize this type of requirement, therefore we would be searching for a place with approximately this range of area, but with the potential to grow with additional buildings being added over time.”</p> <p>As there is no Attachment cc (Ideal facility information or growth plan, etc) included within your application to support these assumptions and facts, how were these items calculated and determined?</p>
<p>Example #2: RFC Section III-H Facilities A possible written request in the RFC: As there is no Attachment cc (Ideal facility information or growth plan, etc) included within your application, within the limits of the current facilities/building/space available within your identified</p>

geographical area, where are you looking to locate your school? How do you see this location accommodating your growth as illustrated within your enrollment projections? How do you see this location accommodating your target population?

Example #3: RFC Section III-H Facilities

A possible written request in the RFC:

As there is no Attachment cc (Ideal facility information or growth plan, etc) included within your application, if time and money was not a limitation, where would you consider locating your school? How do you see this location accommodating your vision, mission, growth and target population?

Example #4: RFC Section II-B Curriculum and Instructional Design

A possible written request in the RFC:

You've included a curriculum development plan that includes a timeline, points of contact, and proposed activities (p 57-59). The evaluation team would like more details on how International Baccalaureate (IB), IMAG (the school's philosophy of innovation, mindfulness, acceptance, and giving), the Common Core State Standards, V-BASE, and Conscious Discipline are woven together to form the IMAG Academy curriculum.

As stated above, the answers and responses to these examples could have helped the evaluators early in their review of our capacity to perform and our ability to plan our initial and continued growth and improvement.

In closing, I hope I have highlighted some of the many misinterpretations that could have been eliminated by a more interactive and collaborative communication process. Mindful and purposeful interaction would have aided the evaluator's to learn and acquire knowledge in order to make more substantiated recommendations. I believe we are all striving to bring the best educational experiences to our children; therefore to restrict our most useful human capability, our ability to communicate, has left you blind from the real strengths and capacity of your applicant groups.

More importantly, if you decide to follow these recommendations, viable and exciting new educational choices around the state of Hawaii have no chance of becoming available to students and families.

Do not let an evaluation of a written and static document and the resulting stagnant and unresponsive interactions hinder your decision making and ability to fulfil your mission to authorize high-quality public charter schools.

Do consider our past successes, passion, energy, vision, mission, plans, and our ability to be innovative drive your evaluation and decision to approve The IMAG Academy's charter request that will serve 930 children and their families within the Waipahu community.

Attachments included:

Testimony Attachment 1 – Subject Areas & Exit Knowledge & Skills (p 11-13)

Testimony Attachment 2 - Task Forces (p 14-18)

Testimony Attachment 3 - IMAG Framework Connections (p 19)

Testimony Attachment 4 – Request for Clarification & Applicant's Response (p 20-27)

Testimony Attachment 1 – SUBJECT AREAS & APPLICABLE STANDARDS and EXIT KNOWLEDGE & SKILLS

Application Attachment d		
Grade All Grade Levels		
Subject	General Standards	General Knowledge & Skills
Language Arts	CCSS ELA	Elements of Communication Reading Writing Presentation
Mathematics	CCSS Math & CC Math Practices	Mathematical Operation Mathematical Practices
Science	Next Generation Science Standards	Scientific Process
(Engineering)	Next Generation Science - Engineering	Tenets of Creation – Design, Build, Maintain
Social Studies	National Social Studies Standards	History World Perspectives Communications Life Skills Music
Arts	National Standards for Visual Arts	Basic Design Elements Presentation of work
World Language	National Standards for Learning Languages World-Readiness Standards for Learning Languages	Speaking Writing Cultural Perspectives
Infused in All Areas	IB Learner Profile	World and Global Views
	Conscious Discipline -	Relationship Communications
	IMAG Solution and Behavior	IMAG Decision Making IMAG Solutions/Choices

Although all areas have their own standards, a team of educators will have to integrate common knowledge and skills across all content area. This will be handled by our Start Up Task Force. This integration between grades would allow and enhance the assessment of a student's accomplishment across all content areas. As important, is the application of the knowledge and skills through the school and community V-BASE projects.

Application Attachment e		
Grade 6		
Subject	Exit Knowledge & Skills	Source
Language Arts	Ability to read basic material Identify textual evidence Use evidence in discussion Identify the theme or central idea Integrate evidence in writing Consistently uses proper language	CCSS
Mathematics	Basic understanding of ratio and rate Basic understanding of fractions The proper use of expressions and equations Writing Interpreting Awareness of uses of statistics	CCSS
Science	Ability to use the scientific method Ability to formulate a hypothesis Explain the physical characteristics of global phenomena Understand how science influences our solutions Understand the different forms of matter and general characteristics throughout the environment	HCPS III
Social Studies	Explain the impact of historical events Explain the ways of different cultures and societies around the world Explain the democratic process of the US	HCPS III
Arts	Understanding the basic aspects of visual arts Incorporation of art into other aspects of school work	
World Language	Spoken and writing capability at the novice level Knowledge of the cultural aspects of language	Based on at least 2 years of the same language
General Leadership Skills	Common Use of Project Management Methods IMAG Decision Making Process Conflict Resolution Skills	
Hawaii State Assessment	Passing Score or Growth over time	

Application Attachment e		
Grade 8		
Subject	Exit Knowledge & Skills	Source
Language Arts	Use language to persuade Identify emotional evidence Mix emotional evidence with facts Integrate the mixture of emotional and factual evidence in writing Consistently uses proper language Verbal communications Written Public Speaking	CCSS
Mathematics	Basic understanding of rationals Basic understanding of exponentials Understanding differences of measurements Understand the use of transformations	CCSS
Science	Link scientific evidence to experimental conclusions Communicate the significant components of experiments Understand how science influences our society and the resulting technology different Understand how change affects other organisms Understand how things in nature can give us information about other things	HCPPS III
Social Studies	Explain the impact of current events Explain the some of the past decisions have affect us today Understand the differences and consequences of using poor information for decisions Explain how technology of the past has affected us today	HCPPS III
Arts	Identify design elements within common everyday life Incorporate storyboards into decision making Use design elements within projects	
World Language	Spoken and writing capability at an intermediate level Knowledge of the cultural aspects of language Ability to read text and understand the plot of story	Based on at least 2 years of the same language
General Leadership Skills	Extensive Evidence of Use Business Management Methods Brainstorming, Relationship Communications IMAG Decision Making Process Solutions with evidence of IMAG Conflict Resolution Skills	
Hawaii State Assessment	Passing Score or Growth over time	

Testimony Attachment 2 – TASK FORCES

Attachment ee – Start Up Plan

Start Up TASK FORCE - IB Certification Process

POC: Cheryl Burghardt & Sheila Buyukacar

Objective:	IB Framework Approval
Duration:	3 years – On going – transfer function to business manager-office/IB coordinator
Committee:	May/Jun 2014
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jan – Dec 2014	Board Training
March 2014	Submit Application
Mar-Jul	Teacher, Board, Staff, and Parent Training and Teacher Practices Training
Aug 2014 – Jun 2016	Training Opportunities and Instructional Guidance/Documentation
Jul 2015	IB Evaluation Team Visit Request
2015-2015	Evaluation Team Visit

Attachment ee – Start Up Plan

Start Up TASK FORCE - School Personnel Hiring

POC: Jennifer Padua & Cheryl Burghardt

Objective:	Hiring of the proper personnel (teacher/teacher assistants, staff, facility)
Duration:	On going – transfer function to business manager-office
Commence:	May/Jun 2014
Dependencies:	Charter Approval, Curriculum Development, HI DOE requirements
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jun 2014 – ongoing	Market personnel openings
Jun – Sep 2014	Identify Qualification Criteria (School Culture, Educational Philosophy, Instructional Practices, Curriculum Development)
Sep – Oct 2014	Determine School Hiring Process
Sep – Dec 2014	Determine Training Requirements (School, Instructional, Curriculum, Grading, Reporting) Create Training Program
Oct – Dec 2014	Determine processes and create documents
Jan – Feb 2015	Make announcements - Recruit personnel
Mar – May 2015	Hire personnel
May – Jul 2015	Train personnel
Jul 2015 – ongoing	Revise if necessary and continue to train personnel

Attachment ee – Start Up Plan

Start Up TASK FORCE - Organizational Processes

Student/Teacher/Office and Facility/ POC: Volunteers Cheryl Cudiamat & Mary Ancheta

Goal:	Document and create appropriate documents/communication tools
Duration:	On going – transfer function to business manager-office
Commence:	Jun 2014 – Work closely with Personnel Hiring and Documentation Task Force
Dependencies:	Charter Approval, School Culture – Program Document,
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
May 2014	Review all application documents and PIPO lists Review faculty handbooks, student handbooks, websites, HI DOE policies, etc Identify major processes and the supporting processes
Jun 2014 – ongoing	Develop and keep documentation schedule based on most needed first or other more suitable criteria ***Work with Documentation and Personnel Hiring Task Force Devise record keeping process, categorizing, naming conventions, etc and document Review other charter school documentation Develop and follow a standardized format for all processes, if possible Pass to Documentation/Forms Task Force for safekeeping and form development
Jun – Sep 2014	Develop most needed processes first (ie Enrollment Procedures, Communications, Performance, Evaluation, etc)
Sep – Oct 2014	Have initial documents reviewed for feedback
Oct – Dec 2014	Continue with agreed upon modifications
Jan – Jul 2015	Continue documenting processes Review all processes, modify, and finalize

Attachment ee – Start Up Plan

Start Up TASK FORCE - Documentation

Process/Document and Form Creation POC: Jennifer Padua & Mary Ancheta

Goal:	Document major school processes and create appropriate documents/forms/tools to support Student enrollment, communications, performance, reporting, evaluation, instructional practices, etc
Duration:	On going – transfer function to business manager-office
Commence:	Jun 2014 – Work closely with Personnel Hiring and Org Documentation Task Force
Dependencies:	Charter Approval, School Culture – Program Document, Organizational Processes, Personnel Process Documentation

Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
May 2014	Review all application documents and PIPO lists Review faculty handbooks, student handbooks, websites, HI DOE policies, etc Identify major processes and the supporting processes and forms
Jun 2014 – ongoing	Develop and keep documentation schedule based on most needed first or other more suitable criteria Devise record keeping process, categorizing, naming conventions, etc & document Review other charter school documentation Develop and follow a standardized format for all processes, if possible
Jun – Sep 2014	Develop most needed processes first (ie Communications, Performance, Evaluation, etc)
Sep – Oct 2014	Have initial documents reviewed for feedback
Oct – Dec 2014	Continue with agreed upon modifications
Jan – Mar 2015	Create a training module to inform all new and returning personnel of processes, documents, and forms. Determine where to keep documents, off and online Create online access – link to website if appropriate Ensure all personnel are trained, insure it is on personnel “checklist”

Attachment ee – Start Up Plan

Start Up TASK FORCE - Facility Readiness

POC: Sheila Buyukacar & Cheryl Cudiamat

Goal:	A School-Ready Facility
Duration:	Until school facility is permanent – transfer function to Board/permanent committee
Commence:	Jan 2014
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jan – Feb 2014	Identify if any zoning or state requirements for locations/buildings of schools
Jan 2014 – ongoing	Identify committee members
Jan 2014 – ongoing	Identify possible locations/buildings
Jun 2014	Form committee (Finding/Equipping/Renovating)
Jun 2014 – ongoing	Canvas partnerships and donations Confirm/Identify equipment and furniture needs/wants and associated costs Develop budget for incremental funding/donations Identify funding and donation sources Write funding/donation requests

Oct – Dec 2014	Update financial committee on funding requirements if not in line with original budget
Jan – May 2015	Narrow locations
May - Jun 2015	Renovate/Ready facility
May – Jul 2015	Acquire furniture/equipment
Jun - Jul 2015	Equip facility

Attachment ee – Start Up Plan

Start Up TASK FORCE - Governing Board Capacity Building

Policy and Procedures Documentation

Process/Document/Policy and Form Creation

POC: Momi Akana & Sheila Buyukacar

Goal:	Document major governing board policies and procedures and create appropriate documents/forms/tools Build knowledge and skills of current and new board members
Duration:	On going – transfer function to Governing Board Secretary and President
Commence:	Jun 2014
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
May 2014	Review all current governing board policies developed during application Review all application documents and PIPO lists Review faculty handbooks, student handbooks, websites, HI DOE policies, Public Charter School Commission policies, etc Identify major processes and the supporting processes and forms
Jun 2014 – ongoing	Develop and keep documentation schedule based on most needed first or other more suitable criteria Devise record keeping process, categorizing, naming conventions, etc and document Review other charter school governing board documentation Develop and follow a standardized format for all processes and policies, if possible
Jun – Sep 2014	Develop most needed processes first (ie Governance, Board Membership, etc) Ensure Advisory Board processes are also included.
Sep – Oct 2014	Have initial documents reviewed for feedback
Oct – Dec 2014	Continue with agreed upon modifications
Jan – Mar 2015	Create a training module to inform all new and returning board members of processes, documents, and forms Create a comparable training module for the Advisory Board to inform all new and returning Advisory Board members of processes, documents and forms

Determine where to keep documents, off and online
 Create online access – link to website if appropriate
 Ensure all board members are trained, insure module is on new board personnel
 “checklist”

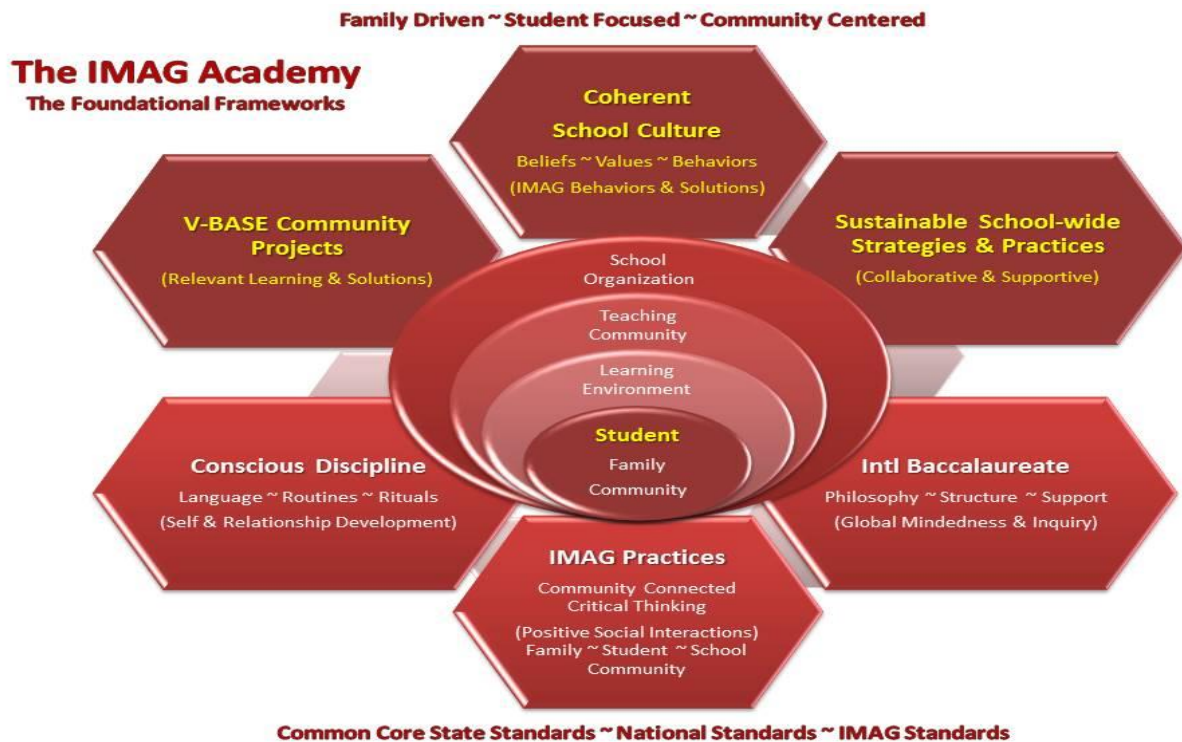
Attachment ee – Start Up Plan

Start Up TASK FORCE - Finance/Grant Readiness

POC: Momi Akana & Sheila Buyukacar

Goal:	Start Up Funding by Aug-Oct 2014
Duration:	Until start-up funds cover costs pre-DOE funding – transfer function to Board/permanent committee
Commence:	Jan 2014
Dependencies:	Charter Approval
Reporting:	Monthly updates to Governing Board/School Director
Milestones:	
Jan – Feb 2014	Re-evaluate budget for any oversights
Jan 2014 – ongoing	Identify possible committee members Work closely with all task force to keep abreast of under/overestimated budget Items (especially facilities) Rework lower breakeven enrollment figures – get high figure for grant/donation goals Rework budget to minimize expenditures – get low figure for grant/donation goals
Feb 2014 – ongoing	Write Federal Start-up Grant (or any other) – ready for May approval
Jun 2014	Form committee (Finding/Aligning/Writing)
Jun 2014 – ongoing	Canvas partnerships and donations Work closely with Facilities Task Force to confirm/identify equipment and furniture needs/wants and associated costs Develop budget for incremental funding/donations Identify funding and donation sources Write funding/donation requests
Oct – Dec 2014	Update financial figures with task force updates if not in line with original budget
Jan – May 2015	Work with HI DOE to set up necessary information and financial systems
May - Jun 2015	Renovate/Ready facility
May – Jul 2015	Acquire furniture/equipment
Jun - Jul 2015	Equip facility

Testimony Attachment 3 – FRAMEWORK CONNECTIONS



The IMAG Academy How Concepts & Activities Support Our School



Goals for Students of The IMAG Academy

- Subject Mastery
- Globally Aware & Connected
- IMAG Decision Making
- Community/Team Contributor & Producer
- Application of Knowledge & Skills
- Strengths Awareness
- Potential Focused
- Effective Communication Skills
- Positive Relationship Building
- Respectful Conflict Resolution

School Organization

IMAG School Culture
Family driven ~ Student focused ~ Community Centered
Consistent & Sustainable Strategies & Decision Making
Fiscally Responsible Best Practices

Teaching Community

Collaborative & Supported
IMAG Practices
Intl Baccalaureate (IB) Framework
Conscious Discipline (CD) – School Family
IB & CD Professional Development
Engaging Teaching Strategies
Evidence of Achievement Goals and Learning (EAGLs)
Performance Achievement Records (PARs)

Learning Environment

V-BASE Knowledge ~ Skills ~ Action
IMAG Practices
Conscious Discipline (CD) – School Family
Global & Community Mindedness
Hands-on Learning
Self Assessment & Adjustment

Family

Consistent Scheduling – Daily/Weekly/Intersessions
Community Wednesdays
Advisory Group
School Family – Conscious Discipline

Community

Community Wednesdays
Advisory Group
V-BASE Community Projects
Community Partnerships

Testimony Attachment 4 – REQUEST FOR CLARIFICATION & APPLICANT’S RESPONSE

Name of Proposed School: IMAG Academy

I. SCHOOL OVERVIEW	
A. Executive Summary	
1. CLARIFICATION REQUESTED: NOT APPLICABLE	
B. Enrollment Summary	
1. CLARIFICATION REQUESTED: NOT APPLICABLE	
II. ACADEMIC PLAN DESIGN & CAPACITY	
A. Academic Plan Overview and Academic Philosophy	
1. CLARIFICATION REQUESTED: NOT APPLICABLE	
B. Curriculum and Instructional Design	
<p>1. CLARIFICATION REQUESTED: Describe the teacher’s role as it pertains to video and DVD instruction. (p. 14)</p> <p>APPLICANT RESPONSE: There are two levels of involvement from a teacher. The first would be as a member of the academy's teacher community which starts at the idea development stage. For example, in collaboration with other teachers (in grade and/or across the school) the group would decide a flipped delivery technique would be the best strategy for a lesson or subject area. At that time, the teacher group would decide how to proceed in acquiring/finding a suitable video, DVD and/or other form of media. Here's an example. In the short term, the group could decide upon using an existing Kahn Academy or International Baccalaureate subject video. In the long term, they could decide to eventually turn the making of a video into a creative, movie development project for a higher grade level.</p> <p>The second way a teacher would be involved would be in the integration of the delivery technique in to their instructional routine.</p> <p>2. CLARIFICATION REQUESTED: Explain in greater detail the plan for faculty looping and how such plan will be implemented. (p. 11)</p> <p>APPLICANT RESPONSE: Our plan is to have teachers accompany a group of children for 2-3 years. Although teacher collaboration during the startup period will help to confirm our K-12 looping structure, it currently is K-1, 2-3, 4-6, 7-9, 10-12. One of the first steps to implementation is to ensure this type of structure is understood by interested teachers and families/students. Both teachers and families will be made aware of our looping structure upon applying for a position or enrollment. In general, students will be assigned to a teacher and the teacher will be promoted to the next grade with them. If difficulties within a group arise and persist, the situation will be handled on a case by case basis, with reassignment as a last resort.</p> <p>Looping has several objectives; it allows educators to develop rich relationships with students and their families, create trusting and caring classroom environments, and it can help students overcome both academic and developmental obstacles. As importantly, it also gives teachers a chance to understand the individual learning styles of their students, which means it can be especially beneficial for kids who have challenges in the classroom.</p>	

3. CLARIFICATION REQUESTED: Explain how faculty looping by grade will work in the secondary division where faculty's credentials are by subject matter rather than by grade. (p. 11)

APPLICANT RESPONSE: As we begin to teach 9th graders in year 4, and the last of our looping groups start in year 4 with grade 10, therefore the details have not been worked out. We believe our four years of working with the children and our experiences with looping at the lower levels will inform an IMAG solution for those in grades 10-12. In addition, we will be able to collaborate with incoming and existing teachers to see if any out of the box solutions emerge. Probably as important, we will also be able to initiate student participation in determining how this first high school group will work. The students in this first 10th grade class would have been at The Academy for 4 years by then and their ideas will be exciting.

At the very least and based on what we know now, looping can occur during a student's homeroom class as a teacher will be "assigned" as a student's homeroom teacher for the entire high school (10-12) similar to what would happen with our counselors.

4. CLARIFICATION REQUESTED: What is the current status of the proposed school's International Baccalaureate application and projected timeline?

APPLICANT RESPONSE: For your information, a school is not allowed to apply for the designation of the International Baccalaureate (IB) until a school is or will become operational. In addition, applications are only accepted in April of the year it can be observed and the process of receiving an IB designation is approximately 2 years. Therefore, the application timeline will start in April 2015 with the IB organization accepting us as an applicant in July/August 2015. If accepted as an applicant, the first IB visit to the school would be in Fall 2015. Subsequent IB visits, observations, and evaluations are conducted over a 2 year period with a possible award prior to the 2018 school year.

In reality, the project timeline has already started with the alignment of our vision, mission, and culture. It will take a different turn as soon as The IMAG Academy receives charter approval with the development of the curriculum, delivery strategies, teacher and staff hiring and training, school wide practices on collaboration, project based teaching/learning, etc. A number of the start up task forces are aligned to accommodate the IB application and observation timeline.

5. CLARIFICATION REQUESTED: Explain why International Baccalaureate was chosen as the most appropriate curriculum for the proposed student population.

APPLICANT RESPONSE: As the vision, mission, and values of the academy are very important to developing and maintaining the culture of the school, the IB framework aligns very well with our own professional beliefs regarding our role in developing inquiring, knowledgeable, and caring internationally minded citizens through intercultural understanding and respect. As important, IB is built upon the belief that student learning is best done when it is authentic and relevant to the real work and trans-disciplinary where the learning is not confined within the boundaries of traditional subject areas or delivery strategies. In addition, IB is a guide to curriculum in the traditional sense of what we want students to learn, but it is also a guide to the theory behind, and application of how best students learn. As exciting, is IB's natural tie to effective and appropriate assessment to know if and what students have learned. The IB framework gives us a research-based structure and instructional strategies and allows us to customize our content based on the school's and our students' place.

The IB framework was also chosen for its acceptance around the world and its professional development capability and support for educators, administrators, and students.

C. Pupil Performance Standards

<p>1. CLARIFICATION REQUESTED: Innovative Mindful Accepting and Giving (“IMAG”) Solutions and Behavior is listed as a general standard in Attachment d. Explain how the proposed school will determine whether IMAG Solutions and Behavior standards are being met? (p. 10)</p> <p>APPLICANT RESPONSE: To clarify, there are two sets of "standards" that will be used. One for how a solution can be deemed as innovative, mindful, accepting, and giving to those affected by it. The other set of standards will assess how a person exhibits IMAG behavior. In order for our teachers to be able to determine if these two standards are being met by students, the IMAG solution model and IMAG behavior model will be used. Examples of these types of solutions and behaviors will be discussed and finalized during the development of the curriculum during startup.</p> <p>In order for these standards to be met, teacher assessments, formal and informal, will be provided as evidence of achievement goals and learning (EAGLs) and kept in a student's Performance Achievement Records (PARs).</p> <p>Student self-reflection will also be taught and students will be asked to and expected to reflect if their solutions and behaviors could be classified as innovative, mindful, accepting and giving. These types of assessments would allow each student to be able to self-correct their interactions with others and even possibly rethink the aspects of their solutions.</p>
D. High School Graduation Requirements
1. CLARIFICATION REQUESTED: NOT APPLICABLE
E. School Calendar and Schedule
1. CLARIFICATION REQUESTED: NOT APPLICABLE
F. School Culture
1. CLARIFICATION REQUESTED: NOT APPLICABLE
G. Supplemental Programming
<p>1. CLARIFICATION REQUESTED: Clarify whether the potential income from intersession and summer programs will be used as a funding source for facilities generally or just cover facilities expenses during the time that the intersession and summer programs use the facilities. (p. 23)</p> <p>APPLICANT RESPONSE: As one of the major focuses of our intersession and summer programs is for the extension of a learning and family environment, the first goal will be to attempt to cover the facility's expenses. With that said, the concept of sustainability is a critical operational decision point and if we can create a sustainable funding source by doing what we do best...create a welcoming, engaging, relevant and challenging learning environment for IMAG and community students, then our intersessions and summer programs may be able to provide us with both a funding source during facility downtime, as well as a great way to extend our learning environment. As exciting, is also the opportunity to develop our state teaching community as we open up hiring and training for these programs to non-IMAG Academy educators.</p> <p>2. CLARIFICATION REQUESTED: Clarify whether the teachers and staff that can be used as supplemental personnel will be hired by a separate entity during intercession and summer programs. (p. 23)</p> <p>APPLICANT RESPONSE: Although we have not investigated the legal requirements, union stipulations, and program hiring options, our experience has shown us there may be several ways to do this. Our major focus in this future decision would be to ensure our IMAG and IB values and teaching practices remain intact. Our current thinking and model is based on the very successful Iolani Summer School program where Summer School Directors are employed throughout the year with teaching staff being hired specifically for that time period and program. As the Iolani model is based within the private</p>

school system, more research will have to be done due to our public and HSTA affiliations.
H. Special Populations and At-Risk Students
1. CLARIFICATION REQUESTED: NOT APPLICABLE
I. Student Recruitment, Admission and Enrollment
<p>1. CLARIFICATION REQUESTED: Describe with specificity the outreach that the proposed school will use to recruit students from families in poverty. (p. 27)</p> <p>APPLICANT RESPONSE: As a reference, attachment ee - School Implementation Lead - Main Events table starts our startup task force - Organizational Processes, to identify our enrollment process from Jun-Sep 2014. This would allow us to be ready with the following activities starting in December 2014 with our School Opening announcements. These announcements will be critical during the Jan-Mar 2015 Open Student Enrollment period.</p> <p>In addition to send-home flyers for schools across the leeward and central complex areas, public announcements and press releases to local newspapers, outreach efforts specific to families in poverty will be focused on educating and providing information (posters and flyers) to a number of agencies in the area. In addition to a variety of organizations like local churches and early Headstart and Headstart programs, some of the agencies initially identified from the "Resource Manual for Leeward Oahu" on family programs were Child and Family Services (parentline), WIC, Catholic Charities, Honolulu County Family Programs, Keiki O Ka Aina, INPEACE, PATCH, PACT, Partners in Development, and Kamehameha Schools. These organizations have a large number of programs working with low income families that may find our school vision and mission a great fit for their families.</p> <p>Again, through our task force starting in June 2014, we will be better able to identify the information needs of these community programs and organizations in addition to other venues.</p>
J. Student Discipline
<p>1. CLARIFICATION REQUESTED: Describe the major steps in the complaints process that the proposed school will use when dealing with suspension and expulsion issues. (p. 30)</p> <p>APPLICANT RESPONSE: Upon reviewing our Student Disciplinary Policy and the BOE's HAR Chapter 19's Subchapter 2, the major steps outlined below ensures compliance to DOE procedures. Notification to the complex area superintendent will also be made IAW Chapter 19. The startup task force will also be reviewing all procedures to ensure compliance. Subchapter 2 was used as a resource.</p> <ol style="list-style-type: none"> 1. Immediately after the school director decides to remove a student from class or a student's behaviors may warrant suspension or expulsion, an investigation shall be initiated. 2. Upon the decision to investigate, suspend or expel, the director or a designated representative will make a good faith effort to notify a parent of the student's situation, school's decision and the resulting effect upon the student. 3. A written statement/report will be made to document the steps taken and resolution decisions. This statement will be given to the student and parent. 4. The student or parents will be given an opportunity to respond and/or deny and present the student's version of the incident. If discussion with the student is difficult, the school director may request and require the parent to participate in the discussion. 5. Dependent upon the severity of the situation, verbal and/or written notification will be made to the governing board in accordance with board notification procedures. Monthly reports to the board will be conducted through the school director's board reports.
K. Parent and Community Involvement
1. CLARIFICATION REQUESTED: NOT APPLICABLE
L. Non-Profit Involvement
1. CLARIFICATION REQUESTED: What is the current status of your planned non-profit organization and

<p>projected timeline for creation?</p> <p>APPLICANT RESPONSE: As the only reason for the applicant group to obtain a non-profit organization is for the creation of The IMAG Academy, we are awaiting our charter approval. Our project timeline is to apply for our non-profit status by the end of May 2014. We have also consulted with a representative at the Small Business Association and she advised us to ensure our paper work (Articles, By Laws, etc) is solid upon applying. She quoted us a 12 - 18 month waiting time for our non-profit status.</p>
M. Geographic Location
1. CLARIFICATION REQUESTED: NOT APPLICABLE
N. Academic Plan Capacity
1. CLARIFICATION REQUESTED: NOT APPLICABLE
O. Third-Party Education Service Providers and Charter Management Organizations
1. CLARIFICATION REQUESTED: NOT APPLICABLE
III. ORGANIZATIONAL PLAN & CAPACITY
A. Governance
1. CLARIFICATION REQUESTED: NOT APPLICABLE
B. Advisory Bodies
<p>1. CLARIFICATION REQUESTED: Describe the timeline for identifying and forming any advisory groups. When will the advisory board be identified and what is their anticipated role in the process?</p> <p>APPLICANT RESPONSE: Upon review of our startup period, the first advisory groups will start to form with the teachers and possible community members. As the teachers are hired and trained, collaboration on curriculum and schoolwide strategies will commence the formation of the teacher's advisory group. As community partnerships are formed, this will also begin the formation of the community advisory group. As policies and documents are finalized, those involved in the school will be able to review and provide feedback and ideas.</p> <p>The other advisory groups; parents, student, and staff will start to formalize through meetings scheduled after the final enrollment decisions are made by the parents in April 2015. These meetings would be more of a gathering of minds for the different stakeholders to provide feedback and ideas. They may also be asked to help review applicable policies and documents.</p> <p>2. CLARIFICATION REQUESTED: What are the roles of the advisory boards during year 0?</p> <p>APPLICANT RESPONSE: The advisory board will consist of several advisory groups; teachers, parents, staff, students, and community members. We hope to start formalizing these during May - July 2015. Currently, we see the role of the advisory groups during year 0 to start to come together and provide feedback and ideas to the other advisory groups needing their insight. They may be asked to review applicable policies and documents.</p>
C. Complaints Procedures
1. CLARIFICATION REQUESTED: NOT APPLICABLE
APPLICANT RESPONSE:
D. Staff Structure
<p>1. CLARIFICATION REQUESTED: The application provides that the proposed school will maintain a 1 to 10 student ratio. Based on this formula, the proposed school would have approximately 68 faculty members in year 5. Describe the proposed school's plan for funding and implementing the hiring of a faculty this size.</p> <p>APPLICANT RESPONSE: The proposed class size is 20 children for kindergarten thru 2 and 25 for grades 3 thru 12. At year 5, the plan is to have 31 classes with 730 students in grades K-10. As stated, teacher</p>

assistants will be hired for every two regular FTE HQ teacher, therefore the proposed faculty is 54 faculty (31 teachers, 4 SPED, 15 teacher assistants, and 4 Art/Language teachers). The proposed non-teaching staff at year 5 would be 14 equating to 68 personnel at year 5.

The funding for 68 personnel equates to approximately \$3,048,000 with revenue being approximately \$4,380,000. This allows us \$1,332,000 for other expenses. Our largest expense next to personnel is our facility costs (rent & utilities) which we have budgeted approximately \$800K/year, resulting in approximately \$532K for other expenses.

The growth over the years will require four to six new teachers and a number of other staff members to be hired each year until capacity. As importantly, our hiring practices focused on selecting educators with the same vision and values as the academy along with early advertising and interviewing would help to hire teachers to start their school, IMAG and IB training, and grade level collaboration earlier as part timers. A collaborative and supportive teacher community will ease this growth over the years.

2. CLARIFICATION REQUESTED: Why is the blue organizational chart designated as ideal? (p. 97)
 APPLICANT RESPONSE: The “ideal” blue organizational chart represents all the positions we would like manned and funded from the start of the school. Within the green organizational chart the lighter colored positions represent vacant positions during these years due to numbers and revenue constraints, therefore those on staff will be required to perform the functions normally performed by these people. Upon review, a correction to the green chart is necessary, one of the light boxes labeled Academy Director should have been labeled Assistant Director.

E. Staffing Plans, Hiring, Management, and Evaluation

1. CLARIFICATION REQUESTED: NOT APPLICABLE

F. Professional Development

1. CLARIFICATION REQUESTED: NOT APPLICABLE

G. Performance Management

1. CLARIFICATION REQUESTED: NOT APPLICABLE

H. Facilities

1. CLARIFICATION REQUESTED: Some potential facility sites are on the projected rail route. Explain how the proposed school plans to address the potential impact of selecting a site that is on the rail route.
 APPLICANT RESPONSE: Facility selection will be challenging. The few sites shared within the application was just a few possibilities and do not represent our continued and growing list. At present we have a list of a number of sites in both Waipahu and Pearl City with most of them away from the rail route. As you may suspect, each has their pros and cons. We remain flexible and open minded to what our site and facility options will be.
 We have also found that during discussions with property managers and land owners, their obligations to the rail has guided us away from their properties, at least until their obligations are completed.

I. Start-Up Period

1. CLARIFICATION REQUESTED: NOT APPLICABLE

J. Ongoing Operations

1. CLARIFICATION REQUESTED: Clarify whether food service will be provided. In one sentence it says the applicant will not provide food services, and in another it says it will contract with a food service provider. Clarify whether food will be provided on campus.
 APPLICANT RESPONSE: At this time, we do not plan on having food prepared on site. We will have a

lunch service available for students/families to purchase food from a certified school lunch provider (ie Lunch Bunch) or bring in their own lunch/food.
K. Operations Capacity
1. CLARIFICATION REQUESTED: NOT APPLICABLE
IV. FINANCIAL PLAN & CAPACITY
A. Financial Plan
<p>1. CLARIFICATION REQUESTED: What is the source and status of \$25,000 in in-kind contributions in private grants? (Budget Summary, line 13) APPLICANT RESPONSE: The \$25K of in-kind contribution was the amount of salary our school director would have incurred if paid. Sheila Buyukacar has agreed to forego salary during the Jan-June 2015 start up period of the school, if necessary.</p> <p>2. CLARIFICATION REQUESTED: Provide a breakdown of the \$10,000 and \$20,000 in educational materials in years 0 and 1. (Budget Expenditure, line 261) APPLICANT RESPONSE: This estimate was a placeholder to be better assessed upon collaboration and decisions made by our startup Curriculum Development task force. The amount was a rough estimate provided by an educational consultant as initial costs we should ensure was accounted for and reflected the cost of buying some student material with the understanding that we would also be creating some of our own material as we worked within the IB framework. This would also allow us to use existing, cultural, and place-based items. The amount was split into two to accommodate pre-DOE funding during year 0 and this would ensure some material would be available during task force collaborations. The rest of the \$20K estimate would be incurred after the first increment of DOE funds would be received. This incremental budgeting would aid in a better cash flow during the startup period.</p> <p>3. CLARIFICATION REQUESTED: Provide a breakdown of the \$5,000 and \$1,000 for furniture in years 0 and 1. (Budget Expenditure, line 450) APPLICANT RESPONSE: Please note, year 1-3 estimate was posted in error and should reflect a \$10K (vs \$1K) budget line item for each year through our capacity year of 2023. With that error corrected, our estimate accommodated the need to equip the school before the first increment of DOE funds. The total cost for the startup and first year should be \$15K. The \$5K would be used during the start up for essential desks, chairs, boards to accommodate teacher and staff training prior to DOE funding. These tables and chairs would then be used for students. Classroom Essentials was used as a resource. Orders would be placed to arrive in July with payment thereafter. The estimates for the 3 kindergarten classes of 20 students each equal - \$4050. Chairs 60X\$30 = \$1800, Student Desks (sits 6) 4X\$100=\$400X3=\$1200, Kidney table (1 per class) 3x\$150=\$450, Shelves (1 per class) 3X\$100=300, Bulletin board (1 per class) 3x\$100=\$300. The estimate for the 7 elementary classes equal - \$7700. Chairs 175X20=\$3500, Desks/Tables (sits 3-8 per class) 8X\$50=\$400X7=\$2800, Shelves (1per class) 7X\$100=\$700, Bulletin board (1 per class) 7X\$100=\$700. The total cost estimate equals (\$4050+\$7700) \$11,700. The estimate was rounded up to \$15K to account for freight and other unexpected incidentals.</p> <p>4. CLARIFICATION REQUESTED: Provide a breakdown of the \$6,000, \$12,000, and \$7,000 for Information Management and Technology. (Budget Expenditures, line 160) APPLICANT RESPONSE: The breakdown for year 0 of \$6K accommodates two items; \$2K for website development/set-up and \$4K to setup 25 laptop computers with appropriate software. It also includes contract services to setup a computer lab or mobil cart to include appropriate policies, processes, procedures and documents. The \$12K in year 1 includes computer tech services at \$1K for 10 months and approximately \$150/month for website maintenance (rounding up to \$2K). The \$7K in year 2 and 3 included computer tech services at \$500 for 10 months and approximately \$150/month for website</p>

maintenance (rounding up to \$2K).

B. Financial Management Capacity

1. CLARIFICATION REQUESTED: Provide an explanation for the absence of a contingency plan for possible budgetary shortfalls.

APPLICANT RESPONSE: Although we discussed contingency actions, we realized we did not discuss them in our application. Here are some of the actions we identified to either increase revenue or reduce appropriate expenses to accommodate shortfalls. Some have been identified in the financial startup task force.

1. Increase Enrollment (increase revenue) - If enrollment in The Academy is not near or over the enrollment targets in mid-February, an intense awareness marketing campaign will be initiated. Some of the actions that may be taken would be Midweek press releases, sign waving, community posters, postcard inserts, neighborhood walks, area school flyers.
2. Align Facility Needs (decrease facility costs) - coordinated with the landlord during lease agreement
3. Increase Community volunteering (decrease expenses)- Solicit community, parent & student help in expertise areas; ie website development, website maintenance, technology services, facility care
4. Align faculty needs (decrease expenses)
5. Ensure & Advertise Intersession Programs (increase revenue)
6. Find partners to rent our facilities during off hours (increase revenue)
7. Initiate Community Crowdfunding (increase revenue)
8. Develop revenue programs (increase revenue) For example Fun Runs, silent auctions, car washes, Art sales, farmers markets, recycling, etc
9. Request Grant (increase revenue) - ie Waipahu Community Foundation, Ulupuno, Castle Foundation, Learning Coalition, etc.